DOCUMENT RESUME

ED 096 249 SP 008 37?

AUTHOR Jenkins, Char[illegible]s G.; And Others
TITLE A Look at Elementary School Teachers' Values.
PUB DATE Aug 74
NOTE 78p.

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS *Changing Attitudes; *Data Analysis; *Elementary School Teachers; Inservice Programs; *Organization; *Personal Values; Test Results; Workshops
IDENTIFIERS *Rokeach Value Survey

ABSTRACT

This study identifies similarities in the value hierarchies of elementary school teachers in four desegregated schools to determine if an inservice workshop in value clarification significantly changed the value characteristics of teachers, according to their rank ordering on the Rokeach Value Survey. Four Tempe, Arizona schools held three 45-minute workshops after school for three consecutive weeks. Activities included a pretest, a review of individual pretests as well as a group comparison, and a posttest. Results indicated elementary school teachers have similar values, but they are different from those of community leaders. Results of the data analysis suggest it may be possible to change teachers' values through cognitive dissonance on the ranking of the value terms "freedom" and "equality." Teachers in two out of three schools tested showed significant change in their ranking of the value term "freedom" after an inservice workshop that included the pointing out of a dissonance relationship between where the teachers ranked "freedom" and "equality." Further study is recommended. (PD)

ED 096249

BEST COPY AVAILABLE

A LOOK AT ELEMENTARY SCHOOL TEACHERS' VALUES

by

CHARLES G. JENKINS
GRADUATE STUDENT
ARIZONA STATE UNIVERSITY

ETHEL C. ANDERSON, ED.D.
ASSISTANT PROFESSOR
ARIZONA STATE UNIVERSITY

STANLEY R. WURSTER, ED.D.
ASSISTANT PROFESSOR
ARIZONA STATE UNIVERSITY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

SP 018 377

ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA
AUGUST, 1974

Table of Contents

	Page
Chapter I The Problem	
Introduction	1
The Problem	1-3
Purpose of the Study	3
Statement of the Hypotheses	3-5
Assumption of the Study	5-6
Definition of Terms	6-7
Limitations of the Study	7-8
Chapter II Review of the Literature	
Philosophy of Values	9-16
Parental and Teacher Value Influences	17-23
Elementary School Teachers Values	23-27
Teacher Value Changes	27-32
Summary	33-34
Chapter III Procedures	
Sequence of Events and Sampling Data	35-36
Description of Instrument Used	37
Reliability	37
Validity	38
Objectivity	38-39
Sensitivity	39
Appropriateness	39
Hypotheses	39-41
Treatment of the Data	41-42

BEST COPY AVAILABLE

Chapter IV Findings

Introduction 43

Description of the Samples 43

Test of the Null Hypotheses 44-47

Measurement of Teacher Behavior 47-49

Chapter V Conclusions and Recommendations

Summary 64

The Problem 64

The Procedures 64-65

Findings 65-67

Conclusions 68

Recommendations 69-70

Bibliography 71-73

BEST COPY AVAILABLE

List of Tables

	Page
Table 1	
Kohlberg's Stage Sequence	12
Table 2	
Value Rankings between Elementary and Secondary Teachers	25
Table 3	
Value Rankings between Elementary and Secondary Teachers	26
Table 4	
Analysis of Variance between Teachers in Four Tempe Elementary Schools	50
Table 5	
Hierarchy of Terminal and Instrumental Values-Frank School	51
Table 6	
Hierarchy of Terminal and Instrumental Values-Holdeman Schools	52
Table 7	
Hierarchy of Terminal and Instrumental Values-Evans School	53
Table 8	
Hierarchy of Terminal and Instrumental Values-Ritter School	54
Table 9	
Analysis of Variance between Tempe and Washington School District	55
Table 10	
Hierarchy of Terminal and Instrumental Values-Washington School District	56

BEST COPY AVAILABLE

Table 11

Analysis of Variance between Tempe teachers and Community Leaders 57

Table 12

Hierarchy of Terminal Values-Frank School Teachers 58

Table 13

Hierarchy of Terminal Values-Holdeman School Teachers 59

Table 14

Hierarchy of Terminal Values-Evans School Teachers 60

Table 15

Hierarchy of Terminal Values-Ritter School Teachers 61

Table 16

Hierarchy of Terminal and Instrumental Values-Tempe Leadership 62

Table 17

Hierarchy of Terminal and Instrumental Values-Four Tempe Schools 63

BEST COPY AVAILABLE

A Look at Elementary School Teachers' Values

Chapter I

Introduction

When a person falls in love, votes, or picks a vocation he does so according to an inner set of values. Those values represent what that person feels is most important in life, and they influence everyday behavior as well as life long decisions. A teacher cannot engage in teaching without bringing certain convictions or values into the classroom. These values may or may not be specifically communicated to the student, but they underlie the teachers' attitudes, questions, comments, discipline, and goals throughout each day. A student cannot go through a day at school without becoming implicitly or explicitly exposed to a teachers' value system.

The Problem

The purpose of this study therefore was to identify those values most characteristic of elementary school teachers, and to see if those values could be changed through a brief in-service workshop. The final question was to ask if such value change would effect the teacher's classroom behavior.

A review of the literature concerning values and education indicated a general agreement that schools are an influence on

BEST COPY AVAILABLE

a student's life, and that teacher's values are an inevitable part of that influence. But a gap in the literature was apparent as to what elementary school teachers value and if teacher classroom behavior could be changed by changing a teacher's values.

There has been some concern voiced in the public media about how American values are shifting, fading and even being lost. Parents, teachers, pastors and the general public appear to be very uncertain as to the causes and effects of this change. Such confusion is itself perhaps rooted in the awareness that past traditional, "proper" values, good and true as they have been, were in their conception a radical shift from earlier traditional values. Hence, values continue to change to meet emerging needs of individuals and societies. The greatest shift and confusion in societal values today are perhaps expressed in value deprivations such as Watergate, spiraling inflation, the energy crisis, environmental pollution, drug abuse, assasinations, Vietnam, and civil rights. Value conflicts are at the root of most of these problems.

Values represent the reasons people do what they do, their basic aims, objectives, aspirations and ideals. People who have not clarified for themselves what they value cannot have clear, consistent goals; not can they know what they are for or against, where they are going and why. They lack the self-awareness necessary to evaluate alternatives for clear choices. American values are shifting. The

BEST COPY AVAILABLE

alternatives are hard to evaluate. The choices are not clear. The future of America may be determined by the value characteristics of today's elementary school teachers as they influence American youth in today's value changes.

Conflicts between schools and between the school administration and community leaders could perhaps be better understood if valuing influences and differences were better understood. Teachers themselves could better understand their individual conflicts with the administration, other teachers and students if the respective value differences were understood and discussed.

The importance, and the purpose of this study thereby becomes all the more important when seen in the perspective of current societal value conflicts and school valuing influences.

Purpose of the Study

The purpose of this study was to identify the value hierarchy uniquely characteristic of elementary school teachers in a university community of middle class America in 1974. An additional purpose was to determine if an inservice workshop in value clarification significantly changed the value characteristics of teachers, according to their rank ordering on the Rokeach Value Survey.

Statement of the Hypotheses

In order to seek a solution to the problem stated above, the general questions were asked concerning:

BEST COPY AVAILABLE

1. What do elementary school teachers value?

2. Can elementary school teacher's values and behavior be changed through a brief in-service workshop on valuing?

The following null hypotheses were constructed to test those questions:

Question 1 - Is there a difference in the values of elementary school teachers between schools?

Hypothesis 1.01 There will be no significant difference in the value hierarchy of elementary school teachers in four desegregated Tempe schools, Frank, Holdeman, Evans and Ritter schools using the Rokeach Values Survey. (Partial replication Sikula and Jurs, 1972).

Hypothesis 1.02 There will be no significant difference in the value hierarchy of the elementary school teachers in four desegregated Tempe schools and the value hierarchy of elementary school teachers in the Washington School District in Phoenix, Arizona, using the Rokeach Value Survey.

Hypothesis 1.03 There will be no significant difference in the value hierarchy of the elementary school teachers in four desegregated Tempe schools and the values of community leaders of Tempe attending a leadership retreat discussing education in Tempe using the Rokeach Value Survey.

Question 2 - Can teacher's values and behavior be changed through a brief in-service workshop on valuing?

BEST COPY AVAILABLE

Hypotheses 2.01, 2.02, 2.03, 2.04 There will be no significant difference in the elementary school teachers' ranking of the value "Freedom", according to the Rokeach Value Survey, after a brief in-service workshop on valuing in the following four schools:

Hypothesis 2.01 teachers in Frank School

Hypothesis 2.02 teachers in Holdeman School

Hypothesis 2.03 teachers in Evans School

Hypothesis 2.04 teachers in Ritter School

Hypotheses 2.05, 2.06, 2.07, 2.08 There will be no significant difference in the elementary school teachers' ranking of the value "Equality," according to the Rokeach Value Survey, after a brief in-service workshop on valuing in the following four Tempe schools:

Hypothesis 2.05 teachers in Frank School

Hypothesis 2.06 teachers in Holdeman School

Hypothesis 2.07 teachers in Evans School

Hypothesis 2.08 teachers in Ritter School

Assumptions of the Study

The major assumption was teacher's values are identifiable in hierarchical order using the Rokeach Value Survey.

A second assumption was consistency and congruity of values influence behavior and the selection of a vocation, such as teaching. (Rokeach, 1970)

BEST COPY AVAILABLE

A third assumption was the attitudes of teachers are the result of many factors, including values, and therefore, provide a measurable key to the uniqueness of the hierarchy of elementary school teacher's values. (Cook, Leeds, and Callis, 1951)

Definition of Terms

Attitude - predisposition to behave in a particular way that results from the organization of inter-related beliefs focused on a specific object or situation. "Attitudes depend on pre-existing values." (Allport, 1961, p. 802)

Belief - A state of mind in which trust is placed.

Behavior - A response represented by an act of doing.

Dissonance - A state of imbalance, inconsistency, incongruity, where values, beliefs, or attitudes vary from one situation to another. Dissonance can lead to dissatisfaction with one's self.

Instrumental Values - Idealized modes of behavior.

Need - A lack of something vital, desirable or useful. An expression of an unstable equilibrium in behavior.

Self-realizing - The capability of being the major influence or controlling force in one's own destiny, characterized by the ability to identify options and make deliberate choices.

Terminal Values - Idealized end-states of existence.

Values - The fundamental components within a person's make-up that are determinants of attitude and behavior. The term value specifically refers to either an end-state (terminal value) or a means-state (instrumental value) idealized modes of behavior. A value is an enduring belief that a specific mode of behavior

BEST COPY AVAILABLE

or end-state of existence is personally or socially preferable to an opposite mode of behavior or end-state of existence.

Value System - A value system is an enduring organization of beliefs concerning preferable modes of behavior or end-states of existence, along a continuum of relative importance.

Value Survey - Refers to the rank ordering of selected values from the most important to the least important to be determined with the Rokeach Value Survey.

Limitations of the Study

In any study concerning values, two factors enter which may limit the study. First, there are no respected reference points to which newer measures can be compared in the area of values. And, secondly, there are no hypothetical constructs giving some direction to the establishment of construct validity for tests in the value's area.

In addition, this particular study was limited to the values indicated in the rank ordering of the Rokeach Value Survey during the winter and spring of 1973-74 by elementary school teachers.

There is little knowledge base in the literature with reference to value characteristics of teachers. In addition, a middle class university community may be considered a limiting factor for its suburban nature and educational importance. It is also largely a Caucasian community without extreme socio-economic families at either

BEST COPY AVAILABLE

end of the economic scale, except for 18 percent Spanish American and four percent other minority enrollment in the elementary schools. It should, therefore, be noted that the results of this study cannot be generalized beyond the suburban population of the schools involved in Tempe, Arizona.

This study was prompted by a pilot survey of elementary school teachers values in the Tempe, Arizona Elementary School District in the spring of 1973. The results of this pilot survey were compared with a study by Holst (1972), wherein remarkable similarities were noted in the elementary teacher's value hierarchies between the communities. Similar hierarchies were anticipated in this study.

BEST COPY AVAILABLE

Chapter II

Selected Review of the Literature

Philosophy of Values

All over the world value changes have created anxiety and fear as people constantly deal with conflicting value systems. Konopka (1973) asserts that the outstanding change for modern man is the:

> assertion of the individuals or the group's right to change his, her or its own fate has not only become desirable but has taken the form of an injunction - a duty. (p. 87)

She also maintains two basic absolute values: the importance of the dignity of each individual and the responsibility of men for each other.

For the dignity of the individual to be maintained Maslow (1959) suggests that there are basic needs (values) which must be affirmed and fulfilled. Maslow suggests that basic needs and basic values are one and the same. His personality theory lists six values, physiological needs, safety needs, belongingness, love needs, self-esteem needs, self-actualization needs. Each builds upon the other. Maslow would also contend that while a child's needs must be fulfilled he also learns to recognize the limitations the physical world puts upon his gratification, and this requires control, delay limits, frustation and discipline.

Throughout history, values have been thought of as a dichotomy between the real and ideal world. If the distance for an individual

BEST COPY AVAILABLE

between his real and ideal set of values is too great he can live with great uncertainty and emotional distress. Rogers (1964) in his effort to free people to be themselves said:

> I believe that when the human being is inwardly free to choose whatever he deeply values, he tends to value those objects, experiences, and goals which make for his own survival, growth and development and for the survival and development of others. I hypothesize that it is characteristic of the human organism to prefer such actualizing and socialized goals when he is exposed to a growth promoting climate.
>
> In any culture, given a climate of respect and freedom in which he is valued as a person, the mature individual would tend to choose and prefer these same value directions. (p. 166)

John Dewey postulated that the real and ideal world of values must be reconciled. The actual world, according to Dewey is full of chance and change, imperfect, unpredictable and full of doing and coping. The ideal world on the other side of the coin is perfect, orderly, certain, and immortal and never shall the two meet. Freedom with values reconciled for Dewey is expressed in this way:

> Freedom is an actuality when the recognition of relations, the stable element, is combined with the uncertain element, in the knowledge which makes foresight possible and secure intentional preparation for probable consequences. We are free in the degree in which we act knowing what we are about. (Ackerknechit, 1964, p. 11)

Dyer (1972) interpreting Piaget suggests that until a child is seven or eight years of age he reflects the moral values of his parents. At this time the home is in a position of exerting the most influences

BEST COPY AVAILABLE

in the formation of moral values. However, as the child continues to grow he has this basic moral value pattern which is either strengthened or weakened throughout the child's life as environmental influences pose decision-making situations. He no longer obeys the commands given him by the adult but obeys the rule itself, generalized and applied in an original way. He begins to feel from within the desire to treat others as he himself would wish to be treated. As the child enters adolescence peer groups exert pressure which changes value patterns and this continues into young adulthood.

> This moral development, Piaget holds, parallels the intellectual development. In a certain sense logical nor moral norms are innate in the individual min. (Ackerknecht, 1964, p. 16)

Kohlberg's (1969) stages of moral development are also built upon Piaget's developmental theory. Kohlberg's stage sequence points toward a goal of mature decision making found at level five.

The child typically proceeds from a self-centered, amoral state to an expedient, situationally oriented state, then to an other person orientation, and finally to an autonomous position as indicated in Table 1. However, the exact decision reached is not the determinant of the stage of moral judgment.

An examination of level five indicates the person treasures each individual and insists that all people be accorded the respect that is their inalienable right. Since each person is of equal value, one person's rights do not exceed those of another and every person is treated equally, that is, with justice.

BEST COPY AVAILABLE

Table I

Development and Decision Making

Kohlberg's Stage Sequence

Preschool

↓

Mature Young Adult

0. AMORAL: Child responds in terms of specific conditioning in specific situations. He does not appear to comprehend the ethical question.

1. FEARFUL-DEPENDENT: The child's major concern is with the possible punishment following any transgression. He considers issues only from his point of view and defers to superior power or prestige.

2. OPPORTUNISTIC: This is the naively egoistic orientation of the unenlightened hedonist. Right action is that which benefits the actor. He responds to sanctions in situations but not to moral principles.

3. CONFORMIST: Person-oriented. The person's concern is with approval, and with pleasing and helping others. The concern is often generalized so that the conformity to stereotypical images of the majority's opinion occurs.

4. CONFORMIST: Rule-oriented. Essentially, the "other person" of stage 3 is replaced by an authoritative source of rules and regulations. These are often interpreted legalistically.

5. PRINCIPLED AUTONOMY: Recognizing the relativity of authority systems, the stage three person has a social contract/social utility approach to ethical issues. The stage five person appeals to principles of choice stressing logical universality and consistency, with values of justice, mutual respect, and trust dominating his decisions.

(Kohlberg, 1969)
p. 376

BEST COPY AVAILABLE

Major research in the area of the development of maturity in ethical decision making has generally agreed that stages of development could be identified across the years in the Western culture. (Piaget, 1932; Havighurst, 1960; Kohlberg, 1969; and Bull, 1969.)

There are adults who are fixed at stage three or four being conformists to an institutional rule book or administrator. This study proposes to move such controlling-conformist teachers toward stage five where all people, including students, can be accorded more equal freedom.

It has been found by Haan, Smith and Block (1968) that youth at stage two, "opportunistic and hedonistic," come from families that did not seem to encourage their children to develop a sense of responsibility and autonomy. Youth at both conformity stages, three and four, describe their parents as relating to them in a manner consistent with the strategies generally recommended by social learning theory for the development of morality. The highest stage, principled autonomy, number five viewed their parents as entering into moral dilemmas in a more involved way; decisions were less black and white and differences of view were obvious. It would seem teachers could help pupils progress through these stages by encouraging decision making appropriate to their age.

When a child is presented with a moral choice he will tend to choose in the direction of a slightly more mature level than his previous level according to studies by Turiel (1966) and LeFurgy

BEST COPY AVAILABLE

and Woloshin (1969). This may indicate that open discussion of a moral issue by a peer group tends to shift the less mature person towards the more mature. Teaching children how to improve their decision making would be like teaching them how to solve mathematical problems compared to teaching a set of rote facts. However, many teachers are more inclined to settle matters of moral decision making unilaterally, as the authority, instead of challenging children to experience appropriate decision making skills. Such teachers can themselves perhaps be moved from a controlling conformism to more open decision making represented in stage five, principled autonomy.

Konopka (1973) speaks of the developmental process in the forming of values as the individual interacts with his culture. It is a constant, never-ending, valuing process with a peak in the adolescent period. Forming values is an emotional, as well as an intellectual process. Value development is then seen as a fluid process, not a static one. (Jonas, 1961) Values are developed from family background, modified as peers' influence, and are incorporated into everyday decision making.

In 1948, Lasswell listed a representative list of universal values, which has been quite widely accepted and subjected to a wide range of empirical experimentation. He listed eight values and the institutions which usually are associated with enhancing each particular value.

BEST COPY AVAILABLE

Power	Well-being
Affection	Skill
Respect	Enlightenment
Rectitude	Wealth

(Lasswell, 1948, p. 17)

Obviously, much overlapping would occur in the enhancement of the eight values. These eight values have provided the framework for many of the recent authors of the valuing process. Rath (1957), Rucker (1969), Carney (1971), Higgins (1970) have all used this framework as a way of meeting human needs, wants, and goals through values.

Rokeach (1968) took thousands of values and through testing developed an instrument with 18 terminal values (end-goals) and 18 instrumental values (idealized modes of behavior). To Rokeach, a value system was defined as:

> A hierarchial arrangement of values, rank-ordering of values along a continuum of importance. . .the function of a person's value system is to help him choose between alternatives and to resolve conflicts between alternatives in everyday life. (P. 551)

A teacher's value system therefore influences that teacher's choices, attitudes, and behavior. School conflicts could be better understood if the hierarchial arrangement of the values of teachers, students, and community leaders was studied to keep communication open.

It is theorized that value clarification plays a central role in a person's cognitive-affective system. According to studies by

BEST COPY AVAILABLE

Rokeach, people do not differ so much as to what values they possess, but in how they rank them in order of importance. This study also assumes that a person's values have social consequences. As Rokeach (1971) wrote:

> From a phenomenological standpoint, everything a person does and all that he believes is capable of being justified, defended, explained and rationalized in value terms; that is, justified in terms of modes of behavior that are personally and socially worth striving for. (p. 22)

Rokeach (1968) has shown with his value survey that various combinations of terminal and instrumental values significantly differentiate men from women, hippies from non-hippies, hawks from doves, policemen from unemployed Negroes, good students from poor students, fifth-graders from seventh, ninth, and eleventh graders, retail merchants from sales clerks, Jews from Catholics, Democrats from Republicans, and so forth. (p. 555)

If such groups can be distinguished by significantly different values we could ask if elementary school teachers could be so distinguished. This is especially important when one thinks of the valuing influence teachers have on each generation. There was a surprising gap in the literature concerning the value of elementary school teachers. But there was sufficient data to suggest the possibility that elementary school teachers ranked values as a unique group.

BEST COPY AVAILABLE

Parental and Teacher Value Influence

The growing child, to gain or hold love, approval or self-esteem, may give up or learn to have a basic distrust of his own experience as a guide to his behavior. So he observes and adopts a large part of his values from others. This causes the maturing child to lose contact with the potential wisdom of his own decision making and lose self-confidence. The teacher should be aware of this, namely, the possibility of children adopting their values from the teacher for good, or for ill,because the student distrusts his own value judgment. (Frankl, 1963)

Eric Fromm (1959) writes:

> Values are rooted in the very conditions of human existence...this leads us to establish values which have objective validity; this validity exists, only with regard to the existence of man; outside him there are no values. (p. 53)

Combs (1964) speaks of youth's commitment as a matter of discovery.

> Youth's commitment cannot be given. It cannot be taught. It has to be learned. It is a personal matter. It is a personal discovery that some idea, some person, some thing is enhancing and fulfilling. One thing we know about commitment is that it comes through relationships with significant people, especially people who care. (p. 167)

Teachers are frequently such "significant people" passing on their values by virtue of their position, wisdom and closeness to children. Most children are not able to analyze the values they wish to develop. They copy behavior and values from those with

BEST COPY AVAILABLE

whom they identify, namely those people who seem to them to have attributes and values significant to them. These values could be considered the fulfillment of significant needs in the child. Thus the teacher's function is to fulfill the significant needs of their students which includes the valuing influence.

Who influences children's values the most, parents or teachers? In 12 value clusters representing 36 different values Foster (1966) found teachers and pupils differed most frequently; parents and pupils differed almost as much; and parents and teachers disagreed the least. ($P=.01, .02$) Stratified random samples were chosen from each school with 12 boys and 12 girls in each sample. Those pupil's parents were the parent samples. There were 29 teachers in each school chosen at random. Children emphasized the playful goals. Parents and teachers emphasized the cognitive and fearful goals, and teachers alone signified the social goals; while parents alone emphasized the egotistic standards of judgments. Children in the two schools correlated highest of all.

The differences indicate that parental values are shared by children and that both differ from the teachers. We can assume that parents influence their children's values more than teachers do, but according to Fredrickson (1967) parent influence on their children's values is diminishing. He also found that 82% of his parents wanted school involvement in the valuing process for their children.

BEST COPY AVAILABLE

Foster (1966) suggested that teachers might be assigned to particular schools because they possess value emphases needed in a particular school. Also, school officials could consider inservice education for teachers to adjust to value differences which school officials considered crucial. Such inservice training might take the form of acquainting teachers with the value orientation of the parents and discussing it in terms of how it affects children, teaching and teacher-parent relations. Teachers would hopefully consider the impact of their teaching on the children and parents before making changes. School officials may also use a knowledge of value orientations for appraising the value status of their teaching staff. Such efforts for evaluating and applying value considerations by the school officials should help in providing more compatible relationships for all concerned. A teacher who does not share somewhat similar values with the community in which she teaches will find a higher incidence of conflict both with the pupils and the parents in that pupils share their parent's values.

Teachers may also notice value inconsistencies with certain pupils having difficulties and may want to evolve teaching plans that would help develop certain values, modify others or de-emphasize still others. This assumes that teachers are somewhat able to modify pupil's values and they should do so in a responsible manner. Foster went on to say the teacher should know herself and her motivations, her

BEST COPY AVAILABLE

values and understand why certain behaviors of the children, parents, or other teachers affect her in certain ways.

The teacher who is familiar with the value orientations in her community should be able to anticipate certain reactions on the part of her pupils and their parents. This would also help the teacher and school officials communicate more effectively with parents, children, and other teachers by knowing their various value orientations. If the total community could be involved in such value considerations differences could be more understandable and could do much to improve interpersonal relations in community life. Valuing considerations may also serve to detect changes within the community that would affect pressures for educational change. All school officials and teachers, in regard to value changes, could do much to avoid educational upheaval in the community. Thus knowledge of the value orientation of the community can serve as a thermometer to suggest changes in policy, program or curriculum as well as the nature, amount, quality and timing of such change.

Community values were investigated in this study of elementary teacher's values in Tempe by 41 community leaders taking the Rokeach Value Survey during a three day leadership retreat on the topic of education.

Emans (1969) using 14 schools found that 318 teachers with extreme progressive and extreme traditional educational values

BEST COPY AVAILABLE

displayed more approval of school practices than teachers in the middle (P=.01). He found that teachers with more formal education held more progressive educational values. He concluded from the results of his four hypotheses that the wider the differences in educational values among teachers the less approval of school practices will be expressed by them. He stated teachers appear to be more influenced by other teacher's educational values than by their own general values. Teachers in the middle of the continuum between traditional and progressive seem less sure of their own classroom practices and more aware of the conflict in values within the staff. He went on to say teachers approved school practices more while serving under principals with progressive values.

The majority of adolescents studied by Fredrickson (1967) indicated they have identified highly with the value systems of their parents, however he pointed out the inability of many parents to function meaningfully or consistently in terms of their values.

In this rapidly changing modern world many parents through confusion or despair just do not know what values to share with their children. This confusion of values could well increase, even at a much faster rate, if societal life styles continue to shift and change.

Fredrickson (1967) reported 93.4% of his adolescent respondents indicated the family is the greatest stablizing influence in our society.

BEST COPY AVAILABLE

And 87.9% said parents must set standards and limitations and enforce them consistently. In the valuing work to date in the Tempe Elementary School District it was found adolescents consider family security to be high on their list of values.

Twenty percent of Fredrickson's respondents indicated they did not value parental advice or desires. Such independence suggests that an adolescent must sense there are values in his home worthy of his identifying with, but he rejects them when they deny him individuality. A delicated balance indeed.

Fredrickson (1967) found forty-two percent of his 415 adolescent respondents recognized the importance of in-service training events for teachers to increase emphasis on the psychological role of the teacher. Only 26 percent disagreed, while 31 percent were neutral.

It would be hoped that teachers can be helped to develop valuing practices which would enable them to realize more fully their potentials as teachers. As Rucker (1969) wrote, "When teachers identify and relate to the valuing concerns of each student in their classroom, they really begin to teach." (P. 10)

If teachers acknowledge that the clarification of values is essential for the full development of the children they teach, and if teachers would make every effort to see that children's values are enhanced and shared, they will do a better job of teaching.

BEST COPY AVAILABLE

Teachers will become less autocratic and will transform the classroom into an environment conducive to democratic living and learning. "Democratic teachers, then, are interested in the process by which children learn how to live in a democracy--how to share values. (Rucker, 1969, p. 105) In this way the teacher becomes a "director" of learning, an enabler, instead of a "dictator."

> The tools of thinking with values, when applied to the value conflicts of children, will illumine the impact of actual or threatened value deprivations upon the emerging personalities of children. Incapaciting value deprivations can just as seriously blight the learning process as the existence of a debilitating disease or other disabling threat to the well-being of the child. (Rucker, 1969, p. 255)

Elementary School Teacher Values

Do teachers differ in their values? Sikula and Jurs (1972) report that, "elementary versus secondary teachers differ markedly in their value system profiles while suburban versus inner-city teachers have very similar value constitutions." (p. 459) This study involved 48 teachers as respondents on the Rokeach Value Survey Form D. The teachers were similar in age and mostly female. They had been classified as effective or successful by their students and colleagues or supervisors. The elementary teachers taught grades one through six, and the secondary teachers taught grades nine through twelve. The most significant findings regarding the uniqueness of elementary teacher's values showed elementary school

BEST COPY AVAILABLE

teachers ranked values similarly but different than secondary teachers as reported in Table 2 and 3. As is usually the case with value data, the terminal values seem more important than do instrumental values, as differentiating among various groups. Within the terminal value scale, six individual values seemed to distinguish between the groups, whereas only two distinguishing values were found within the instrumental value scale. It is significant that one value "equality" differentiated significantly between inner-city and suburban teachers. Elementary teachers significantly ranked the values of "A World at Peace," "Salvation," "Forgiving," and"Loving," higher and significantly ranked the values of "An Exciting Life," "Mature Love," "Wisdom," and "Independent" lower than did the secondary school teachers. Note the comparative rankings in Tables 2 and 3.

The value profiles that emerged in this study by Sikula and Jurs suggest that elementary school teachers appear to relatively value characteristics often attributable to young children - "Forgiving," concern for "Peace," and "Loving," while secondary teachers appear to value relatively those characteristics that young adults often strive for - "Independence," "Mature Love," "Wisdom," and an "Exciting Life." One might speculate such results indicate what goes through the mind of a teacher when considering which grade level to teach. They probably go into the grade level wherein their values are compatible. Thus if a potential teacher held "Loving and Forgiving" in high regard,

BEST COPY AVAILABLE

Table 2

Terminal Values

Value Rankings between Elementary and Secondary Teachers

Elementary N=25	Mean	Secondary N=23	Mean
1. Equality	4.3	1. Wisdom	3.7
2. Self-respect	5.6	2. Self-respect	4.2
3. Family Security	5.7	3. Family Security	5.1
*4. A World at Peace	6.0	4. Sense Accomplishment	5.7
5. Freedom	6.0	5. Happiness	6.4
6. Inner Harmony	7.0	6. Mature Love	7.3
7. Wisdom	7.4	7. Freedom	7.6
8. Happiness	7.9	8. Inner Harmony	8.6
9. Sense Accomplishment	8.8	9. True Friendship	9.0
*10. Salvation	8.8	10. An Exciting Life	9.4
11. Mature Love	9.3	11. Equality	9.7
12. True Friendship	10.0	12. World of Beauty	11.4
13. World of Beauty	13.0	13. Comfortable Life	11.4
14. National Security	13.4	14. World at Peace	12.3
15. An Exciting Life	14.3	15. Social Recognition	13.7
16. Comfortable Life	14.6	16. Pleasure	14.4
17. Social Recognition	15.3	17. National Security	16.8
18. Pleasure	15.6	18. Salvation	17.3

Table 2 gives Terminal (Rokeach Survey page 1) Value rankings of 48 elementary and secondary school teachers in Toledo, Ohio 1972. The * indicates those values elementary school teachers ranked significantly higher than did secondary teachers.

BEST COPY AVAILABLE

Table 3

Instrumental Values

Value Rankings Between Elementary and Secondary Teachers

Elementary N=25	Mean	Secondary N=23	Mean
1. Honest	2.0	1. Honest	1.5
*2. Forgiving	4.3	2. Independent	4.2
3. Responsible	5.0	3. Broadminded	5.7
4. Broadminded	5.5	4. Capable	7.2
*5. Loving	5.8	5. Responsible	7.4
6. Helpful	7.0	6. Intellectual	8.0
7. Ambitious	7.8	7. Self-controlled	8.0
8. Capable	8.0	8. Helpful	8.5
9. Intellectual	9.9	9. Ambitious	9.5
10. Cheerful	10.9	10. Courageous	10.0
11. Courageous	11.0	11. Imaginative	10.5
12. Self-controlled	11.1	12. Logical	10.5
13. Imaginative	11.5	13. Forgiving	11.5
14. Independent	12.3	14. Loving	11.5
15. Polite	13.5	15. Cheerful	13.5
16. Logical	14.9	16. Polite	15.0
17. Obedient	15.6	17. Clean	15.6
18. Clean	15.7	18. Obedient	17.6

Table 3 gives Instrumental (Rokeach Survey page 2) Value rankings of 48 elementary and secondary school teachers in Toledo, Ohio 1972. The * indicates those values elementary school teachers ranked significantly higher than did secondary teachers.

BEST COPY AVAILABLE

she would be more comfortable with younger children who have learned to value being "Loving" and "Forgiving", but the teacher would be uncomfortable in secondary education where "Forgiving" seems to have been replaced by "Independence." The secondary teacher would be discouraged in the elementary grades because she wouldn't see sufficient "Independent" thought and behavior. Note these value differences in Tables 2 and 3.

Teacher Value Changes

Holst (1972) using a consistency theory approach found no significant change in the values of teachers who had surveyed their terminal values for inconsistencies in an inservice workshop for 44 teachers in Chandler, Arizona. Holst's teacher groups numbered ten or less which greatly limited the study. The workshop was designed for the purpose of training teachers to use the IOTA instrument which may have insulated the group to further change. The value survey was given as a brief interruption in the IOTA program. This researcher would therefore see the lack of significance in the study due to the small sample size (less than 10) and the possible confounding effect from the IOTA program. Holst may have established a "we-ness" as suggested by Lewin (1954), but he evidently failed to shift the group to a new position by not introducing a force sufficient to break the existing group attitude.

BEST COPY AVAILABLE

Kurt Lewin (1954) wrote, "Values influence behavior but don't manifest the character of a goal. For example, a person doesn't try to reach the goal fairness, but fairness guides his behavior." (p.40) He goes on to indicate values determine the positive or negative valence for an individual in a given situation. Such positive or negative valence is pertinent to Festingers Cognitive Dissonance Theory in that if values influence valence they can influence the cognitive dissonance used in behavior change in Festinger's theory.

To Lewin values are not "force fields"; instead they induce force fields. Any behavior is therefore dependent upon the total field at a given moment. Values line up those positive and negative valences to induce the force field. So any change in behavior can be explained when the change is linked to the conditions of the total field at that moment in time.

Lewin suggests it is easier to change an individual in a group setting compared to changing him separately. If the group changes, the individual will change. Lewin concerning group change refers to the work of Lippitt and White involving intermember aggression of boys in a democratic and an autocratic setting. They found that if you strengthen control and power you correspondingly increase conflict, tension, and aggression. But when you remove the autocratic atmosphere there is open aggression. A "boiling over", occurs when autocratic atmosphere is

BEST COPY AVAILABLE

shifted to a democratic atmosphere. Such increased tension and conflict would be anticipated in over-controlled classrooms.

Cronkhite (1966) evaluated three studies purported to test Festinger's Cognitive Dissonance Theory. He states Festinger failed to specify the means by which the basic premise of the theory could be tested. Festinger says that when two cognitions are in a dissonant relation, being psychologically uncomfortable, they will motivate the person to try to reduce dissonance and achieve consonance by moving one or both cognitions into a compatible relationship. (p. 172) Cronkhite found attitude change did accompany "dissonance" in two of the three experiments, and this must be explained somehow. But the theory of cognitive dissonance was not, and has not, as yet been proven or disproven.

Holst (1972) used the same consistency theory pointing out dissonance in respondent's value rankings of "Freedom" and "Equality" with the Rokeach Value Survey.

Rokeach (1973) did three such studies with university students with 99 men and women in each group. After the pre-test their dissonance was pointed out by noting the distance in rankings between where they placed the value term "Freedom" and the term, "Equality." Indicating they favored freedom for themselves if freedom was highest, but were unwilling to share that freedom with others if equality was considerably lower. Because granting freedom to others is equality. Post-tests 3 weeks, 5 months, and 17 months after showed increased rankings for both equality and freedom in all experimental groups, statistically significant at the .01 level or better by analysis of covariance. It was

BEST COPY AVAILABLE

also noted that equality increased more and did not dissipate with subsequent post-tests as freedom did. In fact, two-thirds of the experimental subjects increased their equality rankings. All subjects changed in a direction of greater consistency with self-conceptions. Behavioral change was tested with NAACP membership solicitations mailed to all subjects, and it was found that two and one-half times as many experimental subjects responded to the membership solicitation, statistically significant at the .002 level. It should be noted this was at a time when civil right's causes were highly newsworthy, but that should have affected the control group as much as the experimental group. It was also noted that more experimental subjects enrolled in ethnic courses at their college, ($P=.02$) even as much as twenty-one months after the experimental treatment.

Rokeach also asked the respondents to note if they were satisfied or dissatisfied with their rankings. It was found that when freedom or equality were either one ranked low there was significantly more dissatisfaction with their rankings ($P=.001$). And if they were dissatisfied with their rankings they showed more increase in the post-testings, in fact even after 17 months. The greatest change in rankings was noted after five months. (Rokeach, 1973, p. 243) These findings would suggest possible behavioral changes by teachers in a consistency (dissonance) theory inservice training event on values.

BEST COPY AVAILABLE

In a study involving 52 Bridgeport, Connecticut elementary and secondary teachers Hamilton (1969) found that teachers are concerned with social justice and maintain we should eliminate the inequality that exists in our society. If this is so an inservice workshop with teachers wherein dissonance was pointed out (as to how far apart they placed freedom and equality) should move them to wanting to grant more freedom to other people if equality was much lower than freedom as Rokeach (1973) did with university students, and Holst (1972) did with teachers. In the Bridgeport study each teacher was given a questionnaire with six propositions and was asked whether he agreed, disagreed or was undecided. After tabulation the Chi-squared test of the divergence was made. The results showed 42 respondents agreed, one disagreed, and nine were undecided that we should try to eliminate inequality in our society. The test was significant at the P=.01 level so the null hypothesis was rejected, and we conclude these teachers were concerned with social justice and want to eliminate inequality in our society.

Gagon (1965) examined a teaching methodology with elementary school teachers of fifth and sixth grade levels that assisted pupils in learning how to think and clarify their valuing in science and social studies classes. It was an attempt to reduce the gap between the objectives of teaching children how to think and of clarifying valuing within classroom practice.

He found significance at the P=.05 level in his operational hypothesis that the experimental teachers who took part in an inservice

BEST COPY AVAILABLE

experience concerned with the teaching of thinking asked more than five-and-one-half clarifying questions for each one asked by the comparison teachers. He concluded that teachers can be taught to use clarifying questions in a short, inservice workshop.

Pupils in the experimental classes exhibited a significantly larger number of thinking indicators in their oral remarks than did comparison classes. It can be inferred, according to Gagon, that workshop teachers tended to ask more and tell less as they concentrated upon the thinking indicator clues. This allowed pupils more opportunities to interact in the classroom and reveal clues to their thinking and valuing.

Gagon, in quoting Raths, said:

> When we help others to see more clearly what they prize and cherish, what they abhor, what they believe and what they reject as false; what they worry about, how they are thinking and planning, what they are doing, then teaching is going on. (p. 224)

This study proposes to ask if a valuing workshop with teachers dissonance between their ranking of freedom and equality being pointed out, will move the teachers to more open and less controlling classroom statements.

BEST COPY AVAILABLE

Summary

Philosophy of Values

Values are related to the fulfillment of basic needs. (Maslow, 1959) In any culture, given freedom where the individual is valued as a person, the mature individual will be free to choose what he deeply values for his own and other's growth and development. (Rogers, 1964) Piaget tells us that until a child is seven or eight he reflects the values of his parents. (Dyer, 1972) Rokeach (1971) suggests that people do not differ so much in what they value, but in how they rank them in order of importance. He also found that groups can be distinguished by significantly different values. If we can assume that teachers have an influence on children's values, but that they are not aware of their pupil's values (Higgins, 1968) then it would be well to begin some studies directed at elementary school teacher's values.

Teachers' Values

Sikula and Jurs, (1972) have shown that elementary school teachers do have separate and unique values, which are different than secondary school teachers, and that each have value characteristics similar to the pupils they teach.

Sanford (1970) found inservice training for teachers in valuing worthy of more consideration, even though he found no significant change in children after their teachers had experienced an

BEST COPY AVAILABLE

inservice training workshop in valuing. Gagon (1965) found significance in teacher inservice training in that teachers used clarifying questions (valuing) and did less "telling" in the classroom. Rucker (1969) suggests that teachers use the tools of thinking with values and see how incapacitating value deprivations are in the learning process. He concludes it would be helpful for teachers to become "democratic teachers" instead of "autocratic Dictators." Hence, it can perhaps be assumed that if teachers with a value dissonance between where they place freedom and equality an awareness of this dissonance should move them to trying to grant more freedom for others and be less controlling in the classroom.

Changing Teacher's Values

Even though the dissonance theory has yet to be proven or disproven, there is evidence to suggest teacher inservice training workshops based on dissonance reduction regarding cognitive dissonance in teacher's values may change teacher behavior. (Rokeach, 1973; Holst, 1972) This judgment is based on the three experimental groups of university students who showed significant behavioral change after dissonance was pointed out regarding the values freedom and equality.

BEST COPY AVAILABLE

Chapter III

Procedures

The purpose of this study was to identify the similarities in the value hierarchies of elementary school teachers in four desegregated schools. An additional purpose was to determine if an in-service workshop in value clarification significantly changed the value characteristics of teachers, according to their rank ordering on the Rokeach Value Survey.

The Rokeach Value Survey was administered to 61 teachers in four Tempe, Arizona elementary schools, 30 elementary school teachers attending a workshop in Washington School District, Phoenix, and 41 Tempe community leaders attending a leadership conference on education. The purpose was accomplished by procedures that included the sequence of events and sampling plan, instrumentation, hypotheses, and treatment of the data.

Sequence of Events and Sampling Plan

The four Tempe schools held three 45 minute in-service workshops after school for three consecutive weeks. There were 24 teachers at Frank and Holdeman, 13 at Evans, and 13 at Frank for the pre-test the first part of the first meeting. This was followed by several brief value clarification activities and discussion to form a "we-ness" group feeling. The first part of the second workshop the dissonance was pointed out, whereby individuals reviewed their own pre-test and compared it with the group hierarchy which had been computed by a Cormat program on the ASU

BEST COPY AVAILABLE

Univac 1110 computer. The teachers were asked to note how far apart they had put the value terms, freedom and equality. This dissonance was then discussed by the total group to understand how one could desire freedom for themselves but deny that same freedom to others, especially students who are discipline problems. The final workshop was more value clarification activity and small groups were formed to write consensus statements re: how freedom could be encouraged in the classroom by the teacher. The workshop leader noted high anxiety in each workshop during the discussion of the dissonance from their rankings of the two terms. The post-test was administered a week later during school time.

The Washington District teachers were attending a workshop on values and vandalism. They were paid a part [illegible]s pay for attending the workshop over a weekend. They were [illegible]vey as the first item their first meeting. The community lea[illegible] Tempe were given the survey toward the end of the conference. They had been discussing the problems of Tempe schools. The difference of attitu[illegible]en the community leaders and the elementary teachers attending [illegible]ence was apparent to school administrators who attended the conference. The survey was given to measure that difference. There were 22 men and 19 women respondents, all members of the Tempe Chamber of Commerce. None were elementary teachers, most were business and professional people.

BEST COPY AVAILABLE

Description of Instrument Used

The theory of value surveying as developed by Rokeach (1968) rested on the assumptions that:

> 1. . . .men do not differ from one another so much in whether or not they possess certain values, but rather in how they rank them in order of importance.
>
> 2. . . .variations in value systems are, broadly speaking, a function of antecedent, cultural and social experience, on the one hand, and personality factors on the other.
>
> 3. . . .a person's values have social consequences.
>
> The Rokeach Value Survey consists of two sets of eighteen terminal and eighteen instrumental values, each set arranged in alphabetical order. Each value, along with its defining phrase, is printed on a separate gummed label that can be easily moved about from one position to another. The respondent's task is to rearrange each set of eighteen values in order of importance as 'guiding principles in your daily life' by moving the eighteen alphabetically arranged values from the right-hand side of the page to boxes numbered one to eighteen on the left-hand side of the page. The average time necessary to complete the ranking is about fifteen minutes. (98-99)

Reliability

Form D of the Value Survey has been successfully used with respondents from 11 to 80 years of age. Reliability of the total value system for each subject was obtained by correlating the rankings obtained from test and retest data. In one instance the test was administered to students in introductory psychology courses with the interval from test to retest anywhere from three to seven weeks. The median reliabilities were from .70 to .72 for the instrumental values.

BEST COPY AVAILABLE

Validity

The eighteen terminal values in the Rokeach Survey were selected by Rokeach because scales containing fewer than eighteen omitted too many important values and ". . .it was felt to be too burdensome for respondents to rank order more than 18." (Rokeach, 1971 p. 23)

Rokeach states:

> A somewhat different procedure was employed in selecting the 18 instrumental values. Our point of departure was a list of 555 personality trait words from which positive and negative evaluative ratings have been made available by Anderson. This list was taken from a larger list of about 18,000 trait names originally compiled by Allport and Odbert. Since we were interested only in values that were, generally speaking positively evaluated, so that they would be suitable for self-descriptive purposes, we were immediately able to reduce Anderson's list to about 200 positively evaluated trait names. (Rokeach, 1971, p. 23-24)

The final scale of instrumental values was selected from the list of 200 by picking a representative value from a group of synonyms.

Rokeach also says:

> We find that various combinations of these terminal and instrumental values significantly differentiate men from women, hippies from non-hippies, hawks from doves, policemen from unemployed Negroes, good students from poor students, fifth graders from seventh, ninth, and sales clerks from retail merchants, Jews from Catholics, Democrats from Republicans, and so forth. (Rokeach, 1967, p. 555)

Objectivity

Objectivity was achieved by requesting the subjects to simply read the instructions on the front of the survey and respond accordingly. They were instructed to answer as they were feeling that day, not how they

BEST COPY AVAILABLE

ideally wanted to be sometime later. No other directions were offered. No questions were answered. They were told to do the best they could and not share with others if some were seen talking.

Sensitivity

Sensitivity is the ability of an instrument to make the discrimination required for answering the question. (Fox, 1969) This was assured through the design and use of the Rokeach Value Survey as per noted in the review of the literature and the preceeding statements in the formulation of the survey.

Appropriateness

The Rokeach Value Survey was selected after a review of the literature directly related to values as a discriminator for particular occupational groups, political groups, church groups and age groups. The instrument was short and presented an appealing challenge to most adults.

Hypotheses

In order to achieve the purpose of this study it was necessary to answer the following questions:

Question 1 Is there a difference in the values of elementary school teachers in four desegregated schools?

Hypothesis 1.01 There will be no significant difference in the value hierarchy of elementary school teachers in four desegregated Tempe schools,

BEST COPY AVAILABLE

Frank, Holdeman, Evans and Ritter, using the Rokeach Values Survey. (Partial replication Sikula and Jurs, 1972.)

Hypothesis 1.02 There will be no significant difference in the value hierarchy of the elementary school teachers in four desegregated Tempe schools and the value hierarchy of elementary school teachers in the Washington School District in Phoenix, using the Rokeach Value Survey.

Hypothesis 1.03 There will be no significant difference in the value hierarchy of the elementary school teachers in four desegregated Tempe schools and the values of community leaders of Tempe attending a leadership retreat discussing education in Tempe using the Rokeach Value Survey.

Question 2 Can teachers' values and behavior be changed through a brief in-service workshop on valuing?

Hypotheses 2.01, 2.02, 2.03, 2.04 There will be no significant difference in the elementary school teachers' ranking of the value freedom according to the Rokeach Value Survey, after a brief in-service workshop on valuing in the following four schools:

Hypothesis 2.01 teachers in Frank School

Hypothesis 2.02 teachers in Holdeman School

Hypothesis 2.03 teachers in Evans School

Hypothesis 2.04 teachers in Ritter School

BEST COPY AVAILABLE

Hypotheses 2.05, 2.06, 2.07, 2.08 There will be no significant difference in the elementary school teachers' ranking of the value equality according to the Rokeach Value Survey, after a brief in-service workshop on valuing in the following four Tempe schools:

Hypothesis 2.05 teachers in Frank School

Hypothesis 2.06 teachers in Holdeman School

Hypothesis 2.07 teachers in Evans School

Hypothesis 2.08 teachers in Ritter School

Treatment of the Data

All responses on the Rokeach Value Survey were made directly on the test booklet by taking the gummed labels (value terms) from the alphabetized original list on one side and placed in the respondent's own order of importance. The tests were immediately collected and key punched by the Tempe Elementary District staff. The value terms were identified by two and three letter codes and transferred to a numeric code for statistical analysis later.

The individual group hierarchies were obtained by running a Cormat program on the Arizona State University Univac 1110 computer. Analysis of variance was run with a Manova program for between group variance.

Summary of Procedures

The purpose was to identify and analyze the values of elementary school teachers, between schools, between districts, and between teachers and

BEST COPY AVAILABLE

community leaders. The Rokeach Value Survey was used due to its simplicity, high validity, and reliability for the purpose of this study. The subjects were those teachers or leaders attending workshops for better education through valuing. The data were run through Cormat and Manova programs on the Arizona State University Univac 1110 computer for individual group hierarchy comparison and between group comparisons.

BEST COPY AVAILABLE

Chapter IV

Analysis of the Data

Introduction

The descriptive results of the 61 teachers in the four desegregated Tempe elementary schools who responded to the Rokeach Values Survey are herein reported to answer the question in Chapter I as to what elementary school teachers value. Comparisons were established between 61 elementary school teachers in Tempe, 30 elementary school teachers in the Washington Sch-ol District and 41 community leaders in Tempe interested in Tempe schools.

Description of the Samples

The 61 Tempe elementary school teachers were those teachers in attendance the days of the in-service workshops for the four desegregated schools, Frank, Holdeman, Evans, and Ritter. They were mostly women with five to ten years teaching experience. The 30 elementary school teachers in the Washington District were voluntarily attending a paid weekend workshop on values and vandalism. They, too, were mostly women with five to ten years teaching experience. The 41 community leaders were attending a three day Tempe leadership retreat in Flagstaff sponsored by the Tempe Chamber of Commerce to discuss the educational needs of Tempe schools. The Tempe leadership group responding to the survey was split equally between men and women, and were approximately the same age group as the teachers in the Washington and Tempe groups.

BEST COPY AVAILABLE

Tests of the Null Hypotheses

The following null hypotheses were constructed with the intention of answering particular questions. Tests of these null hypotheses resulted in statistics which were used to infer answers to the following questions posed in Chapter I.

Question 1:

Is there a difference in the values of elementary school teachers in four desegregated schools?

Question one was answered by testing the null hypotheses:

Hypothesis 1.01 There will be no significant difference in the values hierarchy of elementary school teachers in Frank, Holdeman, Evans. and Ritter Schools in Tempe, Arizona, using the Rokeach Value Survey.

The analysis of variance, (MANOVA), using the Wilks Lambda Criterion showed there was no significant difference (P=.56) between the values hierarchy of the elementary teachers in Frank, Holdeman, Evans, and Ritter Schools as noted in Table 4. Therefore the null hypothesis was accepted. Tables 5, 6, 7, and 8 represent the value hierarchy of each school. The extent of similarity in the top six and the last six values between the schools is perhaps surprising.

Hypothesis 1.02 There will be no significant difference in the values hierarchy of the elementary school teachers in the four Tempe desegregated schools and the values of 30 elementary school teachers in the Washington School District in Phoenix, using the Rokeach Value Survey.

BEST COPY AVAILABLE

The analysis of variance, (MANOVA), using the Wilks Lambda Criterion showed there was no significant difference between the values of the teachers in the four Tempe Schools and the teachers in the Washington School District (P=.195) as noted in Table 9. Therefore the null hypothesis was accepted. Again the similarity of the top six and the last six values with those of the four Tempe schools is surprising. A visual comparison of the values hierarchy for the Washington teachers with the Tempe teachers as seen in Tables 5, 6, 7, 8, and 10 will point out the similarity.

Hypothesis 1.03 There will be no significant difference in the values hierarchy of the elementary school teachers in four Tempe schools and the values of community leaders of Tempe attending a leadership retreat discussing education in Tempe, using the Rokeach Value Survey.

The analysis of variance, (MANOVA), using the Wilks Lambda Criterion showed a significant difference between the values of elementary school teachers in four Tempe desegregated schools and the values of community leaders of Tempe attending a leadership retreat on education, (P=.001) as noted in Table 11. Therefore the null hypothesis was rejected.

Question 2 Will teacher's values and behavior be changed through a brief in-service workshop on valuing?

Hypotheses 2.01, 2.02, 2.03, 2.04 There will be no significant difference in the elementary school teachers ranking of the value freedom according to the Rokeach Value Survey after a brief in-service workshop

BEST COPY AVAILABLE

on valuing in the following four schools:

Hypothesis 2.01 Teachers ranking of the value term freedom at Frank School after a brief in-service workshop on valuing showing no significant difference (P=.298) according to an analysis of MANOVA, using the Wilks Lambda Criterion. Note Table 12.

Hypothesis 2.02 Teachers ranking of the value term freedom at Holdeman School after a brief in-service workshop on valuing showed a significant difference at the (P=.001) level therefore the null hypothesis was rejected using MANOVA. Note Table 13.

Hypothesis 2.03 Teachers ranking of the value term freedom at Evans School after a brief in-service workshop on valuing showed a significant difference at the (P=.007) level therefore the null hypothesis was rejected using the MANOVA. Note Table 14.

Hypothesis 2.04 Teachers ranking the value term freedom at Ritter School showed no significant difference (P=1.00) using MANOVA therefore the null hypothesis was accepted. This was the control group. Note Table 15.

Hypotheses 2.05, 2.06, 2.07, 2.08 There will be no significant difference in the elementary school teachersranking of the value equality according to the Rokeach Value Survey after a brief in-service workshop on valuing in the following four Tempe schools.

Hypothesis 2.05 Teachers at Frank School in ranking the value term equality showed no significant difference after a brief in-service workshop (p=.07) using MANOVA. The null hypothesis was accepted, but

BEST COPY AVAILABLE

a possible trend was indicated. Note Table 12.

Hypothesis 2.06 Teachers at Holdeman School in ranking the value term equality showed a significant difference at the (P=.03) level using MANOVA after a brief in-service workshop on valuing. The null hypothesis was rejected. Note Table 13.

Hypothesis 2.07 Teachers at Evans School in ranking the value term equality showed no significant difference (P=.65) using MANOVA after a brief in-service workshop on valuing. The null hypothesis was accepted. Note Table 14.

Hypothesis 2.08 Teachers at Ritter School in ranking the value term equality showed no significant difference (P=.27) using MANOVA after a brief in-service workshop on valuing, and the null hypothesis was accepted. Note Table 15. This was the control group and did not receive treatment during the workshop.

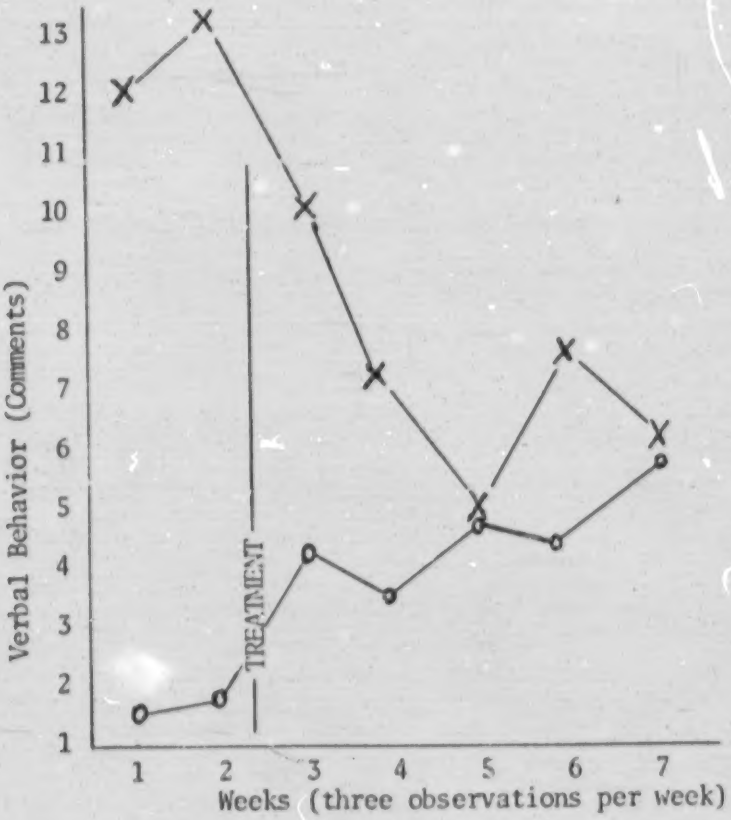
Table 16 shows the terminal and instrumental values for Tempe Community leadership and can give visual comparison with the four Tempe elementary school teachers composite value hierarchy in Table 17.

Measurement of Teacher Behavior

A measurement of teacher classroom verbal behavior was taken through observation by a rater experienced in the Flanders Scale of Interaction. The rater observed three randomly selected teachers three times a week for seven weeks. The rater tallied teacher comments that were "controlling" (no choices), "alternatives" (Yes-no or limited choices) and "open-ended choices." The raterhad been observing children in these classrooms for

BEST COPY AVAILABLE

the past four years. She did the teacher ratings for ten minute periods at random times when the class was having discussion, after observing children in the same room for testing purposes. This was on Monday, Tuesday and Wednesday. Two other schools were programmed for similar observation but one rater moved half-way through the program and the other rater neglected to obtain accurate baseline information so both schools were dropped. In spite of only observing three teachers the results seem worthy of note in the following graph.



x Controlling comments by teachers

o Non-controlling comments by teachers

BEST COPY AVAILABLE

As noted in the graph the teacher's classroom controlling comments diminished and alternatives or choices were offered more frequently. The observations were totaled for the three teachers and plotted each week. The baseline data indicates a high level of controlling comments and a low level of non-controlling comments. Following the treatment, an introduction of cognitive dissonance in the individual's value system, immediate behavioral changes are obvious. The controlling comments decrease rapidly and non-controlling comments increase slowly. This result suggest the possibility that cognitive dissonance can induce classroom behavioral change in teachers.

BEST COPY AVAILABLE

Table 4

Analysis of Variance Between

Teachers in Four Tempe Elementary Schools

Rokeach Values Survey

N-61

Multivariate Test of Significance Using Wilks Lambda Criterion

Test of Roots	F	DFHYP	DFERR	P	R
1 through 3	.97	108.00	66.79	.559	.84

Terminal Values	F	M SQ	P	Stand Discrim. Coef.
Comfortable Life	2.44	45.09	.07	-4.94
Exciting Life	1.13	23.18	.34	-7.24
Sense of Accomplishment	.16	3.18	.92	-6.65
World at Peace	.38	9.81	.76	-6.58
World of Beauty	2.67	41.61	.056	-4.86
Equality	.31	7.76	.81	-5.68
Family Security	.97	11.00	.41	-4.23
Freedom	1.39	21.83	.25	-5.08
Happiness	3.57	68.53	.019	-5.46
Inner Harmony	.57	13.55	.63	-6.13
Matur[illegible]ov[illegible]	.40	10.02	.74	-5.74
National Security	1.90	32.47	.14	-5.45
Pleasure	2.41	34.18	.07	-4.81
Salvation	1.26	53.29	.29	-8.40
Self-Respect	2.48	23.27	.07	-3.73
Social Recognition	.78	9.42	.51	-5.21
True Friendship	3.97	42.85	.012	-3.65
Wisdom	1.19	24.01	.32	-5.62

BEST COPY AVAILABLE

Table 5

Frank Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal and Instrumental Values

Pre-Test N-24

Terminal Values	M	SD	Instrumental Values	M	SD
1. Inner Harmony	4.63	3.26	1. Honest	5.20	3.73
2. Self-Respect	5.75	4.16	2. Responsible	6.13	3.81
3. Family Security	5.79	3.19	3. Helpful	6.92	4.80
4. Wisdom	6.54	3.56	4. Loving	7.13	5.06
5. Happiness	6.92	4.38	5. Forgiving	7.63	4.17
6. Sense of Accomplishment	7.42	4.95	6. Broadminded	7.96	4.48
7. Mature Love	8.25	5.19	7. Independent	8.42	4.90
8. True Friendship	8.46	3.21	8. Capable	8.63	4.57
9. World at Peace	8.63	5.06	9. Cheerful	8.67	4.
10. Freedom	9.08	4.70	10. Courageous	8.96	4.74
11. Equality	9.33	4.71	11. Ambitious	10.17	4.54
12. World of Beauty	11.67	3.60	12. Self-Controlled	10.29	5.49
13. Comfortable Life	11.92	4.55	13. Intellectual	10.63	4.87
14. Exciting Life	12.63	3.33	14. Polite	11.37	4.76
15. Salvation	12.71	6.29	15. Clean	11.75	4.61
16. Social Recognition	13.08	3.97	16. Logical	11.83	3.76
17. Pleasure	13.83	3.54	17. Imaginative	12.92	4.81
18. National Security	14.38	3.04	18. Obedient	15.58	3.24

BEST COPY AVAILABLE

Table 6

Holdeman Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal and Instrumental Values

Pre-Test N-24

Terminal Values	M	SD	Instrumental Values	M	SD
1. Family Security	5.00	3.74	1. Responsible	5.25	3.39
2. Wisdom	6.18	4.59	2. Loving	5.91	3.66
3. Inner Harmony	6.24	4.53	3. Honest	6.20	3.26
4. Self-Respect	7.02	2.99	4. Helpful	6.72	3.75
5. Freedom	7.91	4.48	5. Capable	7.69	4.43
6. True Friendship	8.16	4.81	6. Cheerful	8.03	4.54
7. Mature Love	8.48	5.11	7. Forgiving	8.24	4.53
8. Sense of Accomplishment	8.71	3.73	8. Broadminded	9.22	4.70
9. World at Peace	8.80	5.94	9. Independent	9.68	5.05
10. Happiness	9.15	4.11	10. Intellectual	10.26	5.12
11. Equality	9.42	4.86	11. Ambitious	10.45	5.61
12. World of Beauty	10.28	3.56	12. Polite	10.44	4.84
13. Salvation	10.32	6.69	13. Self-Controlled	10.80	5.26
14. Comfortable Life	11.80	4.56	14. Courageous	11.62	5.35
15. Exciting Life	12.39	4.79	15. Imaginative	11.78	4.86
16. National Security	12.43	5.21	16. Clean	12.87	4.18
17. Social Recognition	13.81	3.35	17. Logical	12.95	5.19
18. Pleasure	15.26	2.58	18. Obedient	13.42	3.66

BEST COPY AVAILABLE

Table 7

Evans Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal and Instrumental Values

Pre-Test N-13

Terminal Values	M	SD	Instrumental Values	M	SD
1. Happiness	4.62	4.07	1. Loving	4.46	4.48
2. Self-Respect	5.31	2.72	2. Honest	4.54	3.63
3. Family Security	5.69	2.92	3. Responsible	5.92	4.89
4. Wisdom	6.38	4.45	4. Cheerful	7.15	3.61
5. Inner Harmony	6.54	5.14	5. Forgiving	7.77	4.83
6. True Friendship	7.70	4.05	6. Helpful	8.07	2.73
7. Sense of Accomplishment	8.62	5.09	7. Broadminded	9.31	5.01
8. Mature Love	9.46	4.01	8. Capable	9.38	3.34
9. Freedom	9.54	3.20	9. Clean	9.54	5.02
10. Comfortable Life	9.61	5.23	10. Logical	10.23	6.05
11. Exciting Life	9.77	4.51	11. Ambitious	10.54	3.43
12. World at Peace	10.23	4.71	12. Independent	10.85	4.17
13. Equality	10.85	4.97	13. Imaginative	11.08	5.40
14. Salvation	12.00	5.80	14. Self-Controlled	11.15	4.24
15. Social Recognition	12.77	2.89	15. Intellectual	11.46	4.27
16. World of Beauty	13.08	4.55	16. Polite	12.08	3.87
17. Pleasure	13.15	4.16	17. Courageous	12.85	4.20
18. National Security	15.69	3.07	18. Obedient	14.62	5.31

BEST COPY AVAILABLE

Table 8

Ritter Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal and Instrumental Values

Pre-Test N-12

Terminal Values	M	SD	Instrumental Values	M	SD
1. True Friendship	4.08	2.39	1. Honest	5.58	3.50
2. Self-Respect	4.08	3.03	2. Broadminded	5.92	3.15
3. Happiness	5.92	4.81	3. Loving	7.00	5.26
4. Family Security	6.67	3.39	4. Independent	7.42	5.78
5. Freedom	6.92	3.32	5. Forgiving	7.67	3.94
6. Inner Harmony	7.08	5.62	6. Helpful	7.83	4.82
7. Equality	8.42	4.83	7. Courageous	8.17	4.04
8. Wisdom	9.00	4.31	8. Responsible	8.25	4.84
9. Mature Love	9.08	4.12	9. Cheerful	8.42	5.33
10. Sense of Accomplishment	9.33	4.69	10. Capable	9.08	4.62
11. Comfortable Life	10.08	3.99	11. Intellectual	9.75	4.75
12. World at Peace	10.25	3.65	12. Logical	9.83	5.35
13. Exciting Life	10.42	4.08	13. Self-Controlled	10.92	4.60
14. Pleasure	11.67	5.17	14. Imaginative	10.92	5.76
15. World of Beauty	13.75	3.49	15. Clean	12.00	5.95
16. Social Recognition	14.42	3.45	16. Ambitious	13.67	4.33
17. National Security	14.75	3.62	17. Obedient	15.33	3.37
18. Salvation	15.33	4.39	18. Polite	19.75	5.44

Table 9

Analysis of Values Variance Between

Four Tempe Elementary Schools and

30 Teachers in Washington Elementary District

Rokeach Values Survey

N-91

BEST COPY AVAILABLE

Multivariate Tests of Significance Using Wilks Lambda Criterion

Test of Roots	F	DFHYP	DFERR	P	R
1 through 4	1.13	144.00	237.66	.195	.72

Terminal Values	F	M SQ	P	Stand. Discrim. Coef.
Comfortable Life	1.62	29.99	.17	-.15
Exciting Life	1.01	20.77	.40	-.56
Sense of Accomplishment	.94	16.60	.43	-.26
World at Peace	2.34	58.73	.06	-.67
World of Beauty	1.95	27.68	.10	-.78
Equality	1.02	23.71	.39	-.08
Family Security	1.57	20.30	.18	-.38
Freedom	1.02	15.96	.40	-.31
Happiness	4.34	70.34	.00	.41
Inner Harmony	.51	10.71	.72	-.23
Mature Love	1.93	40.03	.11	-.47
National Security	2.12	29.52	.08	-.09
Pleasure	1.94	29.25	.10	..07
Salvation	.86	38.53	.48	-.71
Self-Respect	3.08	32.47	.02	.28
Social Recognition	.67	8.00	.60	-.15
True Friendship	3.82	41.52	.00	.06
Wisdom	1.08	23.42	.37	-.50

Table 10

Washington School District Teachers

BEST COPY AVAILABLE

Rokeach Value Survey

Hierarchy of Terminal and Instrumental Values

Pre-Test N-30

Terminal Values	M	SD	Instrumental Values	M	SD
1. Self-Respect	4.07	2.54	1. Honest	5.30	3.23
2. Happiness	4.87	3.01	2. Responsible	5.40	3.21
3. Inner Harmony	5.93	4.39	3. Loving	5.53	4.18
4. Mature Love	6.20	3.61	4. Helpful	7.47	3.50
5. Sense of Accomplishment	6.83	3.03	5. Capable	7.57	4.21
6. Family Security	7.13	4.07	6. Independent	8.53	5.26
7. Freedom	7.47	3.56	7. Forgiving	8.53	4.22
8. Wisdom	7.97	5.17	8. Broadminded	8.73	5.22
9. True Friendship	9.00	3.51	9. Cheerful	9.27	5.09
10. Equality	11.27	4.38	10. Courageous	9.37	4.28
11. Exciting Life	11.57	4.85	11. Self-Controlled	9.77	5.19
12. World at Peace	12.07	4.60	12. Logical	10.57	5.21
13. Salvation	12.10	7.09	13. Imaginative	10.93	5.35
14. Pleasure	12.57	3.95	14. Intellectual	11.07	4.76
15. World of Beauty	12.57	3.30	15. Ambitious	11.33	3.93
16. Comfortable Life	12.67	3.73	16. Polite	12.67	3.79
17. Social Recognition	12.87	3.16	17. Clean	13.07	4.88
18. National Security	14.87	2.96	18. Obedient	15.90	2.57

Table 11

Analysis of Variance Between

Tempe Elementary Teachers and Community Leaders

Rokeach Values Survey

N-126

BEST COPY AVAILABLE

Multivariate Test of Significance Using Wilks Lambda Criterion

Test of Roots	F	DFHYP	DFERR	P	R
1 through 5	1.47	180.00	456.77	.001	.72

Terminal Values	F	M SQ	P	Stand. Discrim. Coef.
Comfortable Life	1.85	32.17	.10	-2.31 .26
Exciting Life	.60	14.56	.69	-2.65 .79
Sense of Accomplishment	2.66	40.83	.025	-2.54 .77
World at Peace	1.54	34.18	.18	-2.21 1.00
World of Beauty	1.95	29.02	.09	-2.03 .51
Equality	1.40	28.58	.22	-2.21 .74
Family Security	1.41	19.89	.22	-2.47 .30
Freedom	1.86	28.69	.10	-1.61 1.21
Happiness	4.33	78.51	.001	-2.07 1.18
Inner Harmony	1.36	28.63	.24	-1.90 1.08
Mature Love	2.20	45.57	.058	-2.48 .59
National Security	1.95	31.25	.09	-2.55 .16
Pleasure	1.92	29.20	.09	-1.71 1.12
Salvation	1.38	62.43	.23	-4.10 .71
Self-Respect	3.46	28.11	.006	-1.09 1.36
Social Recognition	.66	8.09	.65	-1.96 .62
True Friendship	4.03	54.12	.002	-1.87 .19
Wisdom	1.14	24.54	.34	-2.19 .85

Table 12

Frank Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal Values

N-12

BEST COPY AVAILABLE

Pre-Test	M	SD	Post-Test	M	SD
1. Family Security	4.58	2.43	1. Inner Harmony	4.75	3.14
2. Inner Harmony	4.58	4.12	2. Self-Respect	5.58	3.50
3. Self-Respect	5.00	3.46	3. Family Security	5.75	3.25
4. Wisdom	6.67	3.70	4. Equality	6.33	2.87
5. Mature Love	7.67	5.37	5. Wisdom	6.58	4.30
6. True Friendship	8.08	3.61	6. Freedom	7.00	4.77
7. Sense Accomplishment	8.50	5.20	7. True Friendship	7.75	2.63
8. Happiness	8.83	4.71	8. Happiness	8.00	4.81
9. Freedom	9.00	4.41	9. Mature Love	8.33	5.21
10. Equality	9.25	4.63	10. Sense Accomplishment	8.42	3.37
11. World at Peace	9.25	4.94	11. World at Peace	8.58	4.72
12. World of Beauty	10.67	3.75	12. Salvation	11.92	6.88
13. Salvation	11.42	7.48	13. World of Beauty	12.17	4.04
14. An Exciting Life	12.58	4.03	14. Social Recognition	13.17	4.50
15. Social Recognition	12.58	4.40	15. National Security	13.42	1.83
16. National Security	13.50	3.37	16. An Exciting Life	13.92	3.58
17. Comfortable Life	14.00	2.83	17. Comfortable Life	14.25	4.20
18. Pleasure	14.83	3.24	18. Pleasure	15.08	3.61

Table 13

Holdeman Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal Values

N-24

BEST COPY AVAILABLE

Pre-Test	M	SD	Post-Test	M	SD
1. Family Security	5.00	3.74	1. Freedom	3.65	2.27
2. Wisdom	6.13	4.59	2. Family Security	4.91	3.69
3. Inner Harmony	6.22	4.53	3. Inner Harmony	5.65	3.56
4. Self-Respect	7.01	2.99	4. Equality	6.44	4.74
5. Freedom	7.96	4.48	5. Wisdom	6.57	4.56
6. True Friendship	8.15	2.81	6. Self-Respect	8.00	5.02
7. Mature Love	8.42	5.11	7. World at Peace	8.04	5.02
8. Sense Accomplishment	8.70	3.73	8. Happiness	8.70	4.49
9. World at Peace	8.88	5.94	9. True Friendship	9.39	3.26
10. Happiness	9.14	4.11	10. National Security	9.65	5.25
11. Equality	9.46	4.86	11. Sense Accomplishment	9.91	3.22
12. World of Beauty	10.28	3.56	12. Mature Love	10.83	4.68
13. Salvation	10.33	6.69	13. World of Beauty	11.39	3.91
14. Comfortable Life	11.82	4.56	14. Salvation	11.39	6.60
15. Exciting Life	12.39	4.79	15. Exciting Life	12.39	4.58
16. National Security	12.48	5.21	16. Comfortable Life	13.22	3.12
17. Social Recognition	13.86	3.35	17. Pleasure	14.87	2.72
18. Pleasure	15.23	2.58	18. Social Recognition	16.00	1.95

Table 14

Evans Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal Values

N-13

BEST COPY AVAILABLE

Pre-Test	M	SD	Post-Test	M	SD
1. Happiness	4.62	4.07	1. Happiness	4.29	4.39
2. Self-Respect	5.31	2.72	2. Self-Respect	5.14	3.14
3. Family Security	5.69	2.92	3. Freedom	6.14	2.77
4. Wisdom	6.38	4.45	4. Inner Harmony	6.21	4.05
5. Inner Harmony	6.54	5.14	5. Wisdom	6.79	4.77
6. True Friendship	7.70	4.05	6. Family Security	7.14	4.11
7. Sense Accomplishment	8.62	4.09	7. Sense Accomplishment	7.74	3.58
8. Mature Love	9.46	4.01	8. True Friendship	7.79	4.00
9. Freedom	9.54	3.22	9. Equality	9.36	4.30
10. Comfortable Life	9.61	5.23	10. Mature Love	9.43	4.61
11. Exciting Life	9.77	4.51	11. Exciting Life	10.57	4.39
12. World at Peace	10.23	4.71	12. Comfortable Life	11.64	4.46
13. Equality	10.85	4.97	13. World of Beauty	12.29	3.60
14. Salvation	12.00	5.80	14. Social Recognition	12.29	4.61
15. Social Recognition	12.77	2.89	15. Pleasure	12.43	3.73
16. World of Beauty	13.08	4.55	16. Salvation	13.00	6.09
17. Pleasure	13.15	4.16	17. World at Peace	13.36	3.39
18. National Security	15.69	3.07	18. National Security	15.29	2.76

Table 15

Ritter Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal Values

N-12

BEST COPY AVAILABLE

Pre-Test	M	SD	Post-Test	M	SD
1. True Friendship	4.08	2.39	1. Self-Respect	4.42	3.99
2. Self-Respect	4.08	3.03	2. Inner Harmony	4.58	2.78
3. Happiness	5.92	4.81	3. Happiness	6.58	5.95
4. Family Security	6.67	3.39	4. Freedom	6.92	4.34
5. Freedom	6.92	3.32	5. True Friendship	7.17	3.35
6. Inner Harmony	7.08	5.62	6. Equality	7.50	3.68
7. Equality	8.42	4.83	7. Family Security	7.75	3.36
8. Wisdom	9.00	4.31	8. Wisdom	7.83	4.88
9. Mature Love	9.08	4.12	9. Mature Love	8.17	4.82
10. Sense Accomplishment	9.33	4.69	10. Exciting Life	9.58	4.72
11. Comfortable Life	10.08	3.99	11. Sense Accomplishment	10.75	4.27
12. World at Peace	10.25	3.65	12. World at Peace	11.17	5.06
13. Exciting Life	10.42	4.08	13. Pleasure	11.33	5.12
14. Pleasure	11.67	5.17	14. Comfortable Life	12.08	3.75
15. World of Beauty	13.75	3.49	15. World of Beauty	12.25	3.62
16. Social Recognition	14.42	3.45	16. Social Recognition	14.00	3.69
17. National Security	14.75	3.62	17. National Security	14.42	4.25
18. Salvation	15.33	4.39	18. Salvation	14.50	5.20

BEST COPY AVAILABLE

Table 16

Tempe Community Leadership

Rokeach Value Survey

Hierarchy of Terminal and Instrumental Values

Pre-Test N = 41

Terminal Values	M	SD	Instrumental Values	M	SD
1. Self-Respect	4.19	2.68	1. Honest	3.61	3.36
2. Family Security	5.34	3.92	2. Responsible	5.32	3.47
3. Sense of Accomplishment	5.80	3.59	3. Self-Controlled	7.29	4.41
4. Wisdom	6.27	4.28	4. Capable	8.05	4.32
5. Freedom	6.32	4.04	5. Ambitious	8.15	4.91
6. Inner Harmony	7.90	4.19	6. Independent	8.19	4.41
7. Happiness	8.00	4.73	7. Courageous	8.04	5.52
8. True Friendship	9.39	4.15	8. Logical	8.90	4.27
9. Mature Love	9.46	4.56	9. Broadminded	9.61	5.02
10. Salvation	9.76	6.58	10. Intellectual	9.68	4.69
11. World at Peace	10.87	4.20	11. Forgiving	9.71	5.28
12. Exciting Life	11.27	5.28	12. Loving	9.85	5.13
13. Equality	11.49	3.94	13. Helpful	10.32	4.70
14. Comfortable Life	11.85	4.17	14. Cheerful	10.88	4.19
15. World of Beauty	12.73	4.00	15. Imaginative	11.37	5.12
16. Social Recognition	13.02	3.68	16. Polite	13.07	3.83
17. National Security	13.02	4.36	17. Clean	13.88	3.46
18. Pleasure	14.00	3.94	18. Obedient	14.02	3.98

BEST COPY AVAILABLE

Table 17

Frank, Holdeman, Evans, & Ritter Elementary School Teachers

Rokeach Value Survey

Hierarchy of Terminal and Instrumental Values

Pre-Test N-61

Terminal Values	M	SD	Instrumental Values	M	SD
1. Family Security	5.30	3.24	1. Honest	5.33	3.61
2. Inner Harmony	5.70	4.34	2. Responsible	5.75	3.94
3. Self-Respect	6.20	3.55	3. Loving	6.05	4.38
4. Wisdom	6.56	4.28	4. Helpful	7.05	4.14
5. Happiness	7.37	4.50	5. Forgiving	7.63	4.52
6. True Friendship	7.88	3.24	6. Cheerful	8.30	4.50
7. Sense of Accomplishment	8.10	4.46	7. Capable	8.63	4.34
8. Freedom	8.26	4.20	8. Broadminded	8.75	4.73
9. Mature Love	8.73	4.93	9. Independent	9.70	4.91
10. World at Peace	8.91	5.32	10. Self-Controlled	10.19	5.15
11. Equality	9.65	4.86	11. Ambitious	10.42	4.46
12. Salvation	11.60	6.60	12. Intellectual	10.75	4.81
13. World of Beauty	11.71	4.05	13. Courageous	10.79	5.36
14. Comfortable Life	11.74	4.60	14. Polite	11.26	4.69
15. Exciting Life	12.07	4.37	15. Clean	11.77	4.77
16. Social Recognition	13.42	3.48	16. Imaginative	11.84	5.04
17. National Security	13.67	5.14	17. Logical	12.16	4.88
18. Pleasure	14.14	3.45	18. Obedient	14.54	4.06

BEST COPY AVAILABLE

Chapter V

Summary, Findings, Conclusions, and Recommendations

Summary

A summary of the problem and procedures is followed in this chapter by findings, conclusion and recommendations based upon inferences from the analysis of data.

The Problem

The purpose of this study was to answer the questions: Is there a difference in the values of elementary school teachers between schools, between districts, and between teachers and community leaders? Secondly, can teacher's values and behavior be changed through a brief in-service workshop on valuing? There were 61 Tempe elementary school teachers compared with 30 elementary school teachers in the Washington School District, and 41 Tempe community leaders. All subjects were administered the Rokeach Value Survey.

The Procedures

Pre-tests were administered to the teachers in the first in-service workshop. The pre-test results were used in MANOVA between group comparisons. Post-tests were given at the end of the third workshop. The second workshop included the cognitive dissonance treatment based on the results of the pre-test. The relative ranking of the value terms freedom

BEST COPY AVAILABLE

and equality was pointed out for each group and individuals were asked to note where they had ranked the two terms. Dissonance was introduced by the instructors' pointing out if freedom was ranked somewhat higher than equality he asked if this meant they felt freedom was important for them personally, but they did not want to grant that same freedom to others (equality). Such dissonance was discussed in small groups with the additional task of relating such dissonance to the problem of granting freedom to students in the classroom. The groups were asked to write a consensus statement relative to "Freedom Versus Control in the Classroom." The dissonance was intended to move the group position on freedom and equality as was indicated in the pre-post differences. The consensus statements were intended to refreeze the group in a new position with regard to encouraging more freedom in the classroom. Three teachers were randomly selected from one school for observation to see if behavioral changes resulted; as would be indicated by a decrease in teacher "controlling" comments and an increase in the teacher encouraging student choices.

Findings

In this chapter, the findings developed from the statistical analysis of the data of the study are presented in terms of the 11 null hypotheses discussed in Chapter III.

The data for this study were collected using the Rokeach Value Survey Form D. Data were obtained from 61 elementary school teachers in

BEST COPY AVAILABLE

four desegregated Tempe schools, 30 elementary school teachers in the Washington School District attending a voluntary workshop, and 41 Tempe community leaders attending a voluntary leadership retreat on the topic of education. A multi-variate analysis of variance (MANOVA) was computed for the 11 variables in this study. The .05 level of significance was chosen as the acceptable level.

To test the first question an analysis first calculated the between group significance between teacher groups and teachers and community leaders. This analysis determined whether or not the between groups value rankings differed.

The second data analysis was in answer to the second question to calculate the teacher's pre-post value ranking change within each school following treatment.

Hypothesis 1:01 The data indicated there was no significant difference in the values hierarchy of elementary school teachers in four Tempe schools ($P=.56$) according to the Rokeach Value Survey.

Hypothesis 1:02 The data showed there was no significant difference between the values hierarchy of the elementary school teachers in Tempe, and the Washington School District ($P=.20$) according to the Rokeach Value Survey.

Hypothesis 1:03 Results indicated there was a significant difference between the values hierarchy of Tempe elementary school teachers

BEST COPY AVAILABLE

and the Tempe community leaders (P=.001) according to the Rokeach Value Survey.

Hypothesis 2:01 The data showed there was no significant difference in the teacher's ranking of the value freedom at Frank School after treatment (P=.30) using the Rokeach Value Survey.

Hypotheses 2:02 and 2:03 The data indicated there was a significant difference in the teacher's ranking of the value freedom at Holdeman and Evans Schools after treatment (P=.001 and P=.007) using the Rokeach Value Survey.

Hypothesis 2:04 The data showed there was no significant difference in the control group, Ritter teachers, ranking of the value freedom (P=1.00) using the Rokeach Value Survey.

Hypotheses 2:05 and 2:07 The data indicated there was no significant difference in the teacher's ranking of the value equality at Frank and Evans Schools (P=.07 and P=.65) after using the Rokeach Value Survey.

Hypothesis 2:06 The data indicated there was a significant difference in the teacher's ranking of the value equality at Holdeman School after treatment (P=.03) using the Rokeach Value Survey.

Hypothesis 2:08 The data indicated there was no significant difference in the control group, Ritter teachers, ranking of the value term equality (P=.27) using the Rokeach Value Survey.

BEST COPY AVAILABLE

Conclusions

The problem of this study was concerned with the values of elementary school teachers; to test if their values are similar as a group and different than community leaders concerned about education. The results indicated elementary school teachers have similar values, but different from community leaders. This would suggest elementary school teachers have significantly similar values that would probably be in conflict with the value differences of community leaders interested in education. Some school programs and philosophy would therefore create inevitable community conflict.

Results of data analysis suggests it may be possible to change teacher's values through cognitive dissonance on the ranking of the value terms freedom and equality. Two out of the three schools tested showed significant change in their ranking of the value term freedom after an inservice workshop which included the pointing out of a dissonance relationship between where the teachers ranked freedom and equality.

Further evidence of such change was demonstrated in the observation of teacher behavior before and after treatment. The randomly selected teachers who were observed in their classrooms in their use of controlling statements in the classroom. If authoritative, controlling teachers ranked equality low as may be anticipated, they would show the greatest dissonance and their shift to a more democratic classroom should be the most noticable. This change should be evident in observable classroom

BEST COPY AVAILABLE

interactions. In a replication of this study it may be helpful to first identify authoritative, controlling teachers with the Rokeach Dogmatism Scale. When such authoritative teachers are confronted with credible, self-reported information that depicts themselves in a dissonance bind whereby they grant themselves freedom but do not share that same freedom with others (equality) they should experience anxiety and self-dissatisfaction that would move them to try granting more freedom, as apparently happened in this study.

Recommendations

These results would seem to suggest that further research in the area of understanding teachers values and value changes is viable. Since elementary school teachers seem to have a hierarchy of values that is similar between schools and between school districts further studies could evaluate those similarities as a norm in the light of more subtle differences between schools and within schools which could identify possible areas of conflict.

More obvious differences between the values of teachers and community leaders could be studied to identify areas of conflict between school and the community, on a given school and the community. Once such conflicts are more clearly understood by specific value differences being identified they could be dealt with more realistically.

Further study is also warranted in changing teacher behavior through cognitive dissonance in value rankings. Additional research is needed to investigate more specific aspects of the influence values

BEST COPY AVAILABLE

have on teachers and teaching. Other instruments could be used to identify the relationship other variables have in relation to values, such as self-concept, dogmatism, teacher effectiveness and teaching experience.

BEST COPY AVAILABLE

BIBLIOGRAPHY

Ackerknechit, L. K. Life meanings of future teachers. New York: Philosophical Library, 1964.

Allport, G. W. Pattern and growth in personality. New York: Holt, Rinehart, & Winston, 1961.

Bull, N. Moral judgment from childhood to adolescence. Beverly Hills, California: Sage Publications, 1969.

Carney, R. E. Initial report on the risk taking attitude questionnaire and behavior values inventory to evaluate a drug-abuse prevention program in the Tempe, Arizona schools. Tempe, Arizona: Tempe School District No. 3, 1971.

Combs, A. W. Helping young people discover commitment. Educational Leadership, 1964, 22, (3),164-169.

Cook, W. W., Leeds, C. H., & Callis, R. Minnesota teacher attitude inventory manual. New York: The Psychological Corp., 1951.

Cronkhite, G. L. Toward a real test of dissonance theory. The Quarterly Journal of Speech, 1966, 52, (2), 172-178.

Dyer, P. Changing values in students. Elementary English, 1972, 49, 697-705.

Emans, R. Teacher's attitudes as a function of values. The Journal of Educational Research, 1969, 62 (10), 457-463.

Foster, T. H., Katz, W., & Otto, H. Value orientations in four elementary schools. Austin: University of Texas, 1966.

Frankl, V. Man's search for meaning. New York: Washington Square Press, Inc., 1963.

Fredrickson, C. L. A study of adolescent values. Unpublished doctoral dissertation, University of Iowa, 1967.

Fromm, E. Values, psychology and human existence. New York: Harper Brothers, 1959.

Gagon, A. L. An experimental method of teaching values. Unpublished doctoral dissertation, Wayne State University, 1965.

BEST COPY AVAILABLE

Gorsuch, R. Moral education from a psychological view of man as an ethical being. Educational Forum, 1973, 37, 169-78.

Haan, N., Smith, B., and Block, J. Moral reasoning of young adults: Political-social behavior, family background, and personality correlates. Journal of Personality and Social Psychology, 1968 10(3), 183-201.

Higgins, E. B. An exploratory investigation of the valuing processes of a group of fourth-grade pupils. Educational Leadership Research Supplement, 1970, 3(5), 706-712.

Holst, A. W. The effect of induced self-dissatisfaction upon teacher attitude as the result of value surveying. Unpublished doctoral dissertation, Arizona State University, 1972.

Kohlberg, L. A cognitive developmental approach to socialization. in D. A. Gostin (Ed.) Handbook of Socialization Theory and Research. Chicago: Rand, McNally, 1969.

Konopka, G. Formation of values in the developing person. American Journal of Orthopsychiatry, 1973, 43, 86-96.

Lasswell, H. D. Power and personality. New York: W. W. Norton & Co., 1948.

LeFurgy, W., & Woloshin, G. Immediate and longterm effects of experimentally induced social influence in the modification of adolescents' moral judgments. Journal of Personality and Social Psychology, 1969, 12(2), 104-110.

Lewin, K. Field theory in social science. New York: Harper & Row, 1954.

Maslow, A. New knowledge in human values. New York: Harper & Bros. Pub., 1959.

Piaget, J. The moral judgment of the child. New York: The Free Press, 1965.

Rath, L. Values and Teachers. Educational Leadership, 1957, 2, 4-5.

Rogers, C. Toward a modern approach to values: The valuing process in a mature person. The Journal of Abnormal and Social Psychology, 1964, 68, 161-167.

BEST COPY AVAILABLE

Rokeach, M. The measurement of values and value system. In G. Abcarian (Ed.), Social Psychology and Political Behavior. Columbus, Ohio: Charles E. Merrill, 1971.

Rokeach, M. & Parker, S. Values as social indicators of poverty and race relations in America. The Annals of the American Academy of Political and Social Science, 1970, 388, 97-111.

Rokeach, M. The role of values in public opinion research. Public Opinion Quarterly, 1968-69, 32, 547-559.

Rucker, W. R. A value-oriented framework for education and the behavioral sciences. Journal of Value Inquiry, 1969, 4, 270-280.

Sikula, J. P., & Jurs, S. Do teachers differ in their values? Education and Urban Society, 1972, 4, 463-466.

Turiel, E. An experimental test of the sequentiality of developmental stages in the child's moral judgments. Journal of Personality and Social Psychology, 1966, 3, 611-618.